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ABSTRACT

After tracing the rationale, development, and activities of this project on problem areas in Mexican American education--from initial identification of 26 problem areas, to a review of 19 position papers, to the final delineation of 10 priority areas for research and/or development--this report presents for each of these top-priority areas recommendations for research, recommendations for development, and a proposed budget. In order of appearance, these 10 areas encompass Headstart, teacher behavior, reading programs, learning processes, testing instruments and methods, adult basic education, cultural marginality, self-image and stereotypes, sociolinguistics, and retardation procedures. Second-priority classifications are given to 9 additional areas for which recommendations for research and/or development are also given. The report concludes by illustrating the need for research and development projects for the Spanish-surnamed population and by recommending methods of expediting the proposals contained in the report. There are 2 appendices: a list, by author, of the 19 position papers written and reviewed in the course of the project and a sample copy of the questionnaire used to identify the initial 26 problem areas. (BO)

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# RESEARCH AND DEVELOPMENT NEEDS AND PRIORITIES

# FOR

# THE EDUCATION OF THE SPANISH-SPEAKING PEOPLE

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A Bureau of Research Project

Undertaken by a Selected Committee for the

Southwestern Cooperative Educational Laboratory, Inc.

A Report Prepared by
Dr. Atilano A. Valencia
March, 1971

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# I. PROJECT RATIONALE AND PROPOSED ACTIVITIES

Through the years, the language and other cultural references of the Mexican American have been deleted from educational content and methodology. Many contemporary Mexican American scholars and Anglo social scientists contend that negative attitudes about using Spanish and practicing other elements of the Hispanic-Mexican culture have developed because of cultural omissions in the curriculum, or by school people who actually encourage Mexican American youngsters to drop their native cultural practices.

Today's statistics clearly reveal that the Chicano child, on the average, drops out of school at a percentage almost three times higher than the Anglo. It also is well documented that the Mexican American achieves about four years less education than the Anglo. Unquestionably, a serious deficiency exists in today's educational system. If we are to accept the existence of a multicultural America, the school must begin to seriously examine its shortcomings in terms of ethnic groups other than only the Anglo-American. This means that prospective programs also must be based on the most pressing needs of the six and one-half million Mexican Americans in today's society.

During the 1960's, federal monies were made available for various types of programs for Mexican Americans. Needless to say, these were simply the beginning. A more intensive effort is needed. However, considering the scarce resources available to meet critical issues, duplication of effort and "re-invention of the wheel" must be avoided. A planned systematic approach to determine research and development needs (and priorities to get at these needs) is urgently needed.

In December, 1968, Armando Rodriguez from the Mexican American Affairs Unit, Department of Health, Education, and Welfare (HEW), United States Office of Education (USOE), met with Dr. James Olivero and Dr. Atilano Valencia of the Southwestern Cooperative Educational Laboratory (SWCEL) to discuss means for attacking this problem. As a result of this meeting, the SWCEL accepted the assignment to initiate a project that would, in essence, identify priority areas of educational needs of the Mexican American. The project findings ultimately would provide information on the status of research and/or development in 20-25 major problem areas. It was expected that this type of data would

be disseminated to various agencies and institutions (funding, and research or program oriented). It was further expected that this would have dramatic implications in allocating funds and extending research in areas that are clearly classified as "high priority." In December, 1968, a total of $20,950 was approved by the Bureau of Research, USOE, to carry forth the proposed project.

Three major phases were proposed to achieve the objectives of the project:

1. Identification of needs and delineation of 20-25 problem areas for further examination.

2. Development of one or more position papers based on each of the problem areas delineated in Phase 1.

3. Synthesis and review of different points of view on a priority basis to ascertain the following:

a. Problems requiring further research before a development project can be undertaken, and

b. Problems with a broad enough research base for development projects to be recommended.

To accomplish Phase 1, a committee of experts from various fields of specialization (education, sociology, psychology, and research) was selected. Their role was to:

1. Identify and select 20-25 high priority problem areas relative to the education of the Mexican American.

2. Identify scholars in the country to provide an in-depth treatment of the problem area (based on their knowledge and previous research) through a "state-of-the-art" paper. It was expected that the papers would provide the following elements:

a. Nature and scope of the problem.

b. Status and research on the topic (depth, adequacy, scope and research efforts in the area of need).

c. Suggested research emphasis.

d. Methodological considerations.

Phase 2 was envisioned as an outgrowth of the action initiated in Phase 1. The principal objective in Phase 2 was for the SWCEL project coordinator to enlist the services of position-paper writers suggested in Phase 1, as well as to coordinate activities relative to the collection and distribution of copies to Panel 2 participants.

Phase 3 included a third group of experts, composed of members from the first panel, whose purpose was to carefully analyze and review all of the position papers to determine and recommend problem areas that need to be researched or are ready for program development.

Specifically, the second committee was to:

1. Establish priorities for research and/or development.

2. Differentiate between problem areas requiring further research from those with a broad enough research base where program development can be undertaken.

3. Within a given problem area, ascertain what further research is needed prior to the development stage.

4. Based on evidence given in problems with a sufficiently broad research base, determine the types of development projects to be undertaken.

5. Suggest, if possible, dollar investments for the various research and development projects.

Based on the project findings and recommendations given by the second panel of experts, a final report was to be compiled by the SWCEL Project Director and submitted to the Bureau of Research.

# II. IDENTIFICATION AND DELINEATION OF PROBLEM AREAS FOR RESEARCH AND/OR DEVELOPMENT

## The First Project Research Task

The first task undertaken in the project was the construction of an instrument that would facilitate the identification of problem areas related to the education of the Mexican American. A copy of this instrument is provided in Appendix B. This instrument was mailed to approximately 50 scholars, practitioners, etc., who are familiar with the most acute needs in the Mexican American population, and/or who are working in communities or programs in which Mexican Americans are found. These findings provided a basis for the identification and delineation of high priority problem areas by the first Task Force Committee.

## Panel 1 Proceedings

On October 17-19, 1969, the first committee of experts met to identify 20-25 problem areas for further treatment by prospective position paper writers. The panel consisted of:

Dr. David Ballesteros
Mexican American Affairs Unit
HEW, USOE
Washington, D. C.

Dr. Tom Carter
Department of Sociology
University of Texas at El Paso

Mr. Edward Casavantes, Deputy Chief
Mexican American Studies Division
U.S. Commission on Civil Rights
Washington, D. C.

Dr. Charles Leyba, Director
Project Maestro
California State College at Los Angeles

Dr. Julian Nava
San Fernando State College

Dr. Uvaldo Palomares
Human Development Training Center
San Diego State College

Mr. Henry Ramirez, Chief
Mexican American Studies Division
U.S. Commission on Civil Rights
Washington, D. C.

Dr. Mari-Luci Ulibarri
Cultural Awareness Center
University of New Mexico
Albuquerque, New Mexico

Dr. Atilano A. Valencia, Director
Related Programs for Mexican Americans
Southwestern Cooperative Educational Laboratory
Albuquerque, New Mexico

The topics assigned to position paper writers were:

1. The Mexican American in Higher Education

2. Variables Which Tend to Affect (Impede or Retard) Learning of the Mexican American in American Education

3. Self-Image and Stereotypes of the Mexican American and Effects on Learning and Educational Aspirations

4. The Effects and Implications of Culturally Pluralistic Education on the Mexican American

5. Problems Related to the Availability, Use, and Effects of Present American Testing Instruments and Methods with Mexican Americans

6. The Present Status of Publications About and By Mexican Americans and Strategies to Facilitate and Increase Publications Efforts

7. Educational Materials and Media and Their Relevance to the Mexican American Learner

8. An Analysis of How Change Has Taken Place in Changed Institutions and Their Educational Implications for Mexican Americans

9. Desirable Behavioral Modifications of Teachers with Relationship to the Mexican American

10. The Psychological and Learning Effects Relative to Restricting or Using the Native Dialect (e.g., Pochismo) of the Mexican American Child in the Anglo American School

11. Identification of Mexican American Formal Organizations, Their Structure, Political Power, and Problems in Promoting Educational Programs and Opportunities for Mexican Americans

12. The Effects of Vocational and Technical Education on Mexican Americans

13. Assessment and Relative Effects of Reading Programs for Mexican Americans

14. Identification of Effects of Harassment on the Mental Health of Mexican American Children

15. Utilization and Effects of Mexican American Para-professionals in Educational Programs Related to the Spanish-speaking Student

16. The Effects of Transitional Cultural Marginality on the Personality and Education of the Mexican American

17. Mexican American Deviant Behavior and Its Relationship to Education

18. Current Retardation Procedures and Their Psychological and Social Implications on the Mexican American

19. The Effects of Depicting Hero Models (Through Content) in Shaping Favorable Attitudes Toward Self and Culture

20. The Effects of Current Counseling (Screening) Methods on the Educational Choice and Career Aspirations of Mexican Americans at Institutions of Higher Learning

21. The Positive and Negative Effects of Chicano Militancy on the Education of the Mexican American

22. Chicano Community Action Efforts at the Local Level and Their Effects on Promoting Educational Change for Mexican Americans

23. The Status and Effect of Current (Public Relations) School Media on Mexican American Parents

24. The Status and Educational Effect of Head-Start Programs (Pre-Elementary) on Mexican American Children

25. The Extent and Educational/Social Effects of Peer Group Influence Among Mexican Americans

26. The Status and Effectiveness of Programs in Adult Education: A Study of Adult Education of the Mexican American--Past, Present, and Future

## III. EXAMINATION AND REVIEW OF POSITION PAPERS

Nineteen "state-of-the-art" papers were composed and submitted by selected writers to be reviewed by the second panel. Panel 2 was represented by:

Dr. David Ballesteros
Dr. Tom Carter
Mr. Edward Casavantes
Dr. Charles Leyba
Mrs. Geraldine Palomares
Dr. Manuel Ramirez
Dr. Atilano A. Valencia

It was found that the content of the papers varied quantitatively and qualitatively. Here, the cross-disciplinary and scholarly representation of the panel proved advantageous. Because of the high caliber of the panel members, recommendations beyond those given in the papers were formulated. These recommendations are presented in the following section.

## IV. FURTHER DELINEATION OF TOPICS

## ON A TOP-PRIORITY BASIS

Further delineation of the 19 selected problem areas for research and/or development was accomplished by the SWCEL Project Director and two consultants in February, 1971. This committee was composed of an educator, sociologist, and psychologist with extensive background in research and development relative to the Chicano population.

To ascertain areas of highest priority, a five-point scale was used. The topics were then marked in reference to the numerical scale of one to five, with one representing "top-priority." Specific reference was given to the recommendations given by the Second Committee of Consultants, based on the July, 1970, report to the Bureau of Research. The top-priority areas for further research and/or development are herewith included:

1. The Status and Educational Effects of Head-start Programs on Mexican American Children

2. Modification of Teacher Behavior in Teaching the Mexican American

3. Assessment and Relative Effects of Reading Programs for Mexi n Americans

4. Variables Which Tend to Affect Learning Processes of the Mexican American in American Education

5. Problems Related to the Availability, Use, and Effects of Present American Testing Instruments and Methods with Mexican Americans

6. The Status and Effectiveness of Programs in Adult Basic Education for Mexican Americans

7. Effects of Cultural Marginality on the Education and Personality of the Mexican American

8. Self-Image and Stereotypes of the Mexican American and Effects on Learning and Educational Aspirations

9. Sociolinguistics and the Study of Spanish and English Language Varieties and Their Use in the Southwest

10. Current Retardation Procedures and Social Implications on the Mexican American

The aforementioned 10 problem areas are highly recommended as prospective projects for agencies and institutions in the field, and for immediate attention by funding agencies. These 10 topics have been ranked in order of highest priority; however, the committee is aware that the order can shift depending on frame of reference at a given point in time, and particularly in relationship to current needs.

It also is noted that some other problem areas covered by position paper writers tend to reinforce or complement the 10 topics. Thus, the papers contributed by all of the writers can serve as noteworthy references for the first series of project undertakings.

Appendix A provides a list of the position papers contributed to the project, with particular reference to the authors. Double asterisks are found opposite the titles of papers submitted for publication and dissemination through the ERIC Clearinghouse, New Mexico State University, Las Cruces, New Mexico.

A second classification of priority problem areas for research and/or development is given in Section VI. These, too, are arranged in order of highest priority. Since the nine topics in this classification are ranked on a second priority basis, cost estimates have not been provided. However, it is estimated that each of these problem areas may be undertaken for a cost of $100,000 to $150,000.

## V. FIRST CLASSIFICATION OF PRIORITY PROBLEM AREAS FOR RESEARCH AND/OR DEVELOPMENT

1. <u>The Status and Educational Effects of Headstart Programs on Mexican American Children</u>

a. Recommendations for Research:

(1) The Task Force proposed an investigation of ongoing Headstart programs for Mexican American children that would include:

(a) A description of various program components (activities and experiences in cognitive and psychomotor processes), and philosophy and objectives of the program. (It would determine whether the program tends to relate to the culture and learning style of the child or to a pathological philosophy.)

(b) An analysis of teaching strategies (bilingual or non-bilingual, reinforcement, conventions, affective dimensions, etc.), types of materials and objectives, and the roles of the teachers and teacher-aides.

(c) An assessment of the teacher-training component in terms of teacher behavioral changes in utilizing innovative strategies (e.g., providing multisensory experiences for children) and development of favorable attitudes toward Mexican American children and their cultural heritage.

(2) The committee recommended both short-term and longitudinal traditional and innovative studies to measure the broad effects of Headstart programs on the education of Mexican Americans.

(3) It also was proposed that a survey study be undertaken to determine provisions for articulation between ongoing Headstart programs and the elementary schools.

b. Recommendations for Development:

Based on the foregoing research, the committee proposed an objective analysis of the findings to identify components that can serve as models. Furthermore, the committee recommended development of Headstart program components that have not been satisfactorily developed in existing projects. This would give special consideration to the following:

(1) Development of a Headstart program particularly designed for the Mexican American child and his educational needs. This would include:

(a) An appropriate curriculum to enhance cognitive and psychomotor development among Mexican American children using culturally relevant games, customs, etc.

(b) Utilization of a bilingual approach for the Spanish-speaking child, and favorable recognition and accommodation of other features (i.e., songs) in his cultural heritage.

(c) Development of instrumentation to give more accurate measures of his cognitive and psychomotor growth, based particularly on age level and socio-economic (culture of poverty and ethnic) factors.

(d) Development of a teacher-training component relative to the program objectives, but more importantly to the needs of the target group. The emphasis would be on a child-centered approach, with consideration to the culture and experiential background of the individual child.

(e) Selection of program personnel (staff) with competencies in the areas of program emphasis, as well as a genuine concern for the special needs of Mexican American children, or special training to achieve this same end.

(f) Provisions for promoting a follow-through program to assure a continued emphasis on the learning components that relate favorably toward the educational development and well-being of the Mexican American child, while, at the same time, maintaining and perpetuating a positive image of his total cultural heritage.

(2) Project Phases:

Phase 1: The survey phase of the project will be retrospective in nature. Some of the strategies included in the study are as follows:

(a) Random sampling of communities with Headstart programs.

(b) Selection of a minimum of 10 communities with Headstart programs.

(c) Random selection of 40-50 children in each community, for a total of 400-500 headstarters. These children will be selected from the highest present grade level (all will have been included in Headstart programs).

(d) Establish an experimental and control group study, with approximately the same number of children in the control group.

(e) Administer achievement tests to all children in the study, and/or gather available achievement test data.

(f) Interview teachers, administrators, counselors, parents, and students.

(g) Ascertain student behavior as observed by interviewees.

(h) Conduct statistical analyses to ascertain achievement gains as compared to control group and test norms.

Proposed Budget

| | |
|---|---|
| Project Director | 18,000. |
| Research Assistants (8 @ $10,000) | 80,000. |
| Secretary | 6,000. |
| Testing and Interviews (tests, travel, and per diem) | 30,000. |
| Consultants (4 @ $100 per day, 10 days) | 4,000. |
| Computer Costs | 15,000. |
| Indirect Cost (@ 20%) | 30,600. |
| Total: | 183,000. |

Phase 2: The development of a Headstart program, based on the survey findings, will cost approximately $208,800.

Proposed Budget

| | |
|---|---|
| Project Director | 20,000. |
| Research Assistants (4 @ 12,000) | 48,000. |
| Secretary | 6,000. |
| Consultants (4 @ $100 per 10 days) | 4,000. |
| Development and pilot testing instrument | 20,000. |
| Development and pilot testing instructional strategies | 20,000. |
| Equipment (video and audio) and other media | 20,000. |
| Indirect cost | 34,800. |
| Total: | 208,800. |

Position Paper References

Shari Nedler, "The Status and Educational Effects of Headstart Programs on Mexican American Children."

2. Modification of Teacher Behavior in Teaching the Mexican American

a. Recommendations for Research

The committee recommended a research study to identify strategies that will prove effective in changing teacher behaviors. Some of these strategies are:

(1) Peace Corps type training

(2) Sensitivity sessions

(3) Interaction Analysis

(4) Micro-teaching programs

(5) Lectures, discussions, role playing, demonstrations and media effects (film, slides, etc.)

b. Recommendations for Development:

The committee strongly recommended the development of a teacher-training model for teachers of Mexican American children. This would include the following:

(1) Identification of teaching behaviors and modes that emphasize positive elements in the learning scheme. (This would take into consideration the cultural attributes of the child, his learning strengths, his personality, and the achievement level of the child.)

(2) Utilization of current types of strategies, instruments, apparatus, and conditions that have proved effective in behavioral modification of teachers.

c. Project Phases:

(1) Phase 1. The first part of this project focuses on the identification of strategies that proved effective in teaching Chicano children.

Proposed Budget

| | |
|---|---|
| Project Director | 20,000. |
| Research Assistant (2 @ 12,000) | 24,000. |
| Secretary | 6,000. |
| Observation of 100 teachers based on Flanders and Oscar instruments | 20,000. |
| Observation and testing of children (pre and post) | 18,000. |
| Machine cost | 6,000. |
| Indirect cost | 19,000. |
| Total: | 113,000. |

(2) Phase 2. The second phase of this project consists of developing and field testing a teacher training model, based on the results of Phase 1.

Proposed Budget

| | |
|---|---|
| Project Director | 21,000. |
| Teacher trainers (2 @ 16,000) to cover at least 10 schools | 32,000. |
| Secretary | 6,000. |
| Observation and assessment of teaching behavior | 20,000. |
| Observation and assessment of student behavior | 18,000. |
| Machine cost | 6,000. |
| Indirect cost (at 20%) | 20,600. |
| Total: | 123,600. |

Position Paper References

Ernesto F. Garcia, "Modification of Teacher Behaviors in Teaching the Mexican American."

Richard L. Baca, "Dynamic Utilization of Mexican American Paraprofessionals in Effective Education Programs for Mexican Americans."

3. Assessment and Relative Effects of Reading Programs for Mexican Americans

a. Recommendations for Research:

(1) Given the present level of research in reading, an analysis is recommended to draw upon theoretical data that are applicable to the development of innovative programs for Mexican Americans.

(2) A survey of ongoing bilingual and/or reading programs, especially designed to cope with the reading needs of Mexican American children, is recommended. This study would determine:

(a) The availability and generalizability of bilingual reading materials for Mexican American children.

(b) The availability of reading materials with particular reference to the experiential background and cultural heritage of the Mexican American child. These, too, would be analyzed in terms of generalizability to Mexican Americans at various income levels and geographical locations.

(c) The survey would include an assessment of innovative teaching strategies related to the reading needs of Mexican American children.

b. Recommendations for Development:

(1) The committee recommended the establishment of a reading research and development center. This center would tend to check duplication of effort in various problem areas relative to reading, and would serve to utilize personnel, materials, and money resources more efficiently.

(2) Based on the aforementioned research or surveys, the center would undertake development as follows:

(a) A bilingual reading program, with initial instruction in the child's vernacular. But it also would recognize the heterogeneity of the Mexican American population.

(b) Materials development would draw from a theoretical base, as well as from materials already developed and proved successful. Moreover, it would incorporate innovative ideas that require further pilot or field testing.

(c) The proposed model reading program would reflect the cultural experience and heritage of the Mexican American child, with particular reference to family, economic status, degree of acculturation, and geographical location.

(d) The teacher-training model would include:

1. Multisensory processes,

2. Development of the teacher as a change agent,

3. Emphasis on the interpersonal relationship between the teacher and the child,

4. Bilingual teachers and teacher-aides, and their related roles and responsibilities in the instructional program.

(3) Project Phases

(a) Phase 1. A project staff consisting of five people is suggested to conduct a search of relevant/theoretical data and models. A consultant board of at leave five consultants also is suggested to review findings and assist in the conceptualization of models based on the study.

Proposed Budget

| | |
|---|---|
| Director (full time, 1 year) | 18,000. |
| Research Assistants (4 @ 12,000) | 48,000. |
| Secretary (full time) | 6,000. |
| Consultants (5, 6 days @ $100/day) | 3,000. |
| Travel and per diem | 2,000. |
| Indirect costs (20%) | 15,400. |
| Total: | 92,400. |

(b) Phase 2. The second phase consists of a survey of ongoing bilingual and/or reading programs, especially designed to cope with the reading needs of Mexican American children.

Proposed Budget

| | |
|---|---|
| Director | 18,000. |
| Research Assistants (4 @ 12,000) | 48,000. |
| Secretary | 6,000. |
| Travel and per diem (60 days @ $20) | 8,400. |
| Indirect costs (@ 20%) | 16,080. |
| Total: | 96,480. |

(c) Phase 3. The cost for the development of a bilingual reading program, coupled with a teacher training model, is estimated at $250,000.

Position Paper References

Carl L. Rosen, "Assessment and Relative Effects of Reading Programs for Mexican Americans."

4. Variables Which Tend to Affect Learning Processes of the Mexican American in American Education

a. Recommendation for Research:

This type of a research study would attempt to ascertain the cognitive, intellectual and perceptual characteristics found among Mexican American children--characteristics which may clearly be ethnically unique in terms of the Mexican American. Specifically, the following research questions would be presented:

(1) What are the ethnic, cognitive, personality, social, intellectual, and perceptual characteristics of Mexican American children?

(2) Are the noted characteristics of Mexican American children different from those of other American children, particularly those of the middle-class Anglo child?

(3) In what ways can these differences affect classroom learning situations?

b. Recommendations for Development:

The aforementioned research would have important implications to the development of instructional strategies and learning materials relative to given ethnic characteristics.

Immediately relative to the proposed research would be the design and development of instruments that would be relevant and useful in measuring ethnic variables or characteristics.

It is very likely that (non-pathologic) personality characteristics also will become known during the study. Knowing personality patterns will help in a manner analogous to knowing cognitive patterns.

c. Proposed Budget:

It is recommended that this project be undertaken for a period of 18 months. The first total is relative to a 12-month period, and the second shows the cost for an 18-month period.

Budget

| | |
|---|---|
| Project Director | 20,000. |
| Research Assistants (3 @ 12,000) | 36,000. |
| Secretaries (2 @ 6,000) | 12,000. |
| Statistician | 15,000. |
| Statistical Clerk | 7,000. |
| Consultants' Honorarium & per diem | 3,000. |
| Test Scoring and Tabulation | 10,000. |
| Equipment rentals | 2,000. |
| Test materials | 3,000. |
| Printing materials | 1,000. |
| Office supplies | 1,000. |
| Office rental | 2,400. |
| Indirect cost (20%) | 22,480. |
| Total 12-months cost: | 134,880. |
| Total 18-months cost: | 202,320. |

Position Paper References

Edward J. Casavantes, "Variables Which Tend to Affect (Impede or Retard) Learning of the Mexican American Student in American Education."

Edward J. Casavantes, "Deviant Behavior of the Mexican American Student and Its Relationship to Education."

Jane R. Mercer, "Current Retardation Procedures and the Psychological and Social Implications on the Mexican American."

5. Problems Related to the Availability, Use, and Effects of Present American Testing Instruments and Methods With Mexican Americans

a. Recommendations for Research:

The committee proposed a reverse and intensive longitudinal study on successful Mexican Americans to determine the predictive validity of most commonly used "entrance" tests (ACT, GATB, GRE, Millers Analogy, etc.) and aptitude tests.

b. Recommendations for Development:

Tests of "immediate learning" were recommended for development. It was pointed out that Jensen's[1] study be used as a chief reference for this type of test development. Variables such as rural versus urban populations, degree of bilingualism, geographical areas, degree of acculturation, etc., would be given serious consideration in this type of test design.

c. Recommendations for Research Procedures:

The survey will identify normally, successful Mexican Americans who gained high achievements irrespective of tests. The following steps will be included:

(1) Conceptualization of a selective criteria.

(2) Select and survey at least 200 people.

(3) Design interview instruments.

(4) Administer selected instruments used in schools and colleges to ascertain variances in present scores as compared to school scores.

(5) Ascertain factors which more accurately predict success of Chicanos; also, determine how predictive were test scores among these factors.

d. Proposed Budget:

| | |
|---|---|
| Director | 18,000. |
| Research Assistants (2 @ 9,000) | 18,000. |
| Secretary | 6,000. |
| Consultants (4, 6 days @ $100/day) | 2,400. |
| Travel and testing costs | 20,000. |
| Indirect cost (20%) | 17,600. |
| Total: | 105,600. |

[1]Arthur R. Jensen, "Learning Abilities in Mexican American and Anglo American Children," California Journal of Educational Research, Vol. XII, No. 4, 1961.

Position Paper References

Steve Moreno, "Problems Related to the Availability, Use, and Effects of Present American Testing Instruments and Methods with Mexican Americans."

Jane R. Mercer, "Current Retardation Procedures and the Psychological and Social Implications on the Mexican American."

6. The Status and Effectiveness of Programs in Adult Basic Education for Mexican Americans

a. Recommendations for Research:

The members of the committee recommended a survey of different adult basic education programs. This would include:

(1) A perception study of students in the program.

(2) A perception study of the faculty in the program (selection criteria, qualifications, etc.).

(3) A curriculum assessment study to ascertain the number and types of courses in which Mexican Americans tend to concentrate, types of course offerings in the program, and relevancy of curriculum and instructional elements to the long-term family, economic, and other social needs of the learner.

(4) Identification of instructional materials across subject-matter areas and their success among adult learners.

b. Recommendations for Development:

Three major areas were recommended for development:

(1) Design and modification of learning materials for use in the home of the learner (self-initiated study materials).

(2) Design and development of various types of diagnostic and assessment instruments for the Mexican American undereducated adult. Some of these materials must be in the first language of the adult.

(3) Modification and/or development of teaching strategies in terms of the interests, motivations, language, and other cultural factors found in the undereducated Mexican American adult.

c. Project Phases:

(1) Phase 1. Phase 1 of this project consists of a survey of Adult Basic Education projects throughout the nation, with particular reference to the Mexican American adult. The study will include both rural and urban areas. The four points in the recommendations for research will be covered. Model program components will be identified and assessed for modification, dissemination, and implementation among adult Mexican Americans who need ABE.

Proposed Budget

| | |
|---|---|
| Director | 18,000. |
| Research Assistants (2 @ 12,000) | 24,000. |
| Secretary | 6,000. |
| Consultants (4 @ $100 for 12 days) | 4,800. |
| Travel and per diem | 10,000. |
| Equipment and supplies | 10,000. |
| Indirect cost | 14,560. |
| Total: | 87,360. |

(2) Phase 2. In designing, modifying, or developing learning materials, test instruments, and instructional strategies with particular reference to the Mexican American adult, reference will be given to the availability and effectiveness of these components in the field. Interviews, observations, and review of evaluation and field testing report will be conducted in Phase 1. These findings will reveal areas for further development in Adult Basic Education. Phase 2 will focus on these areas of need, while, at the same time, avoiding the "reinvention of the wheel" syndrome.

Proposed Budget

| | |
|---|---|
| Director | 20,000. |
| Pilot Testing Coordinator | 18,000. |
| Research Assistants (4 @ 12,000) | 48,000. |
| Secretary | 6,000. |
| Consultants (4 @ $100 for 12 days) | 4,800. |

## Position Paper References

Lillian Leyba, "The Status and Effectiveness of Programs in Adult Education: A Study of Adult Education of the Mexican American, Past, Present, and Future."

7. Effects of Cultural Marginality on Education and Personality of the Mexican American

a. Recommendations for Research:

Research on this topic is relatively non-existent. The committee strongly recommended a more intensive and longitudinal study to clearly ascertain significant factors relative to the heterogeneity of the Mexican American population. This type of research would have important implications in designing educational program materials, instruments, etc., for different segments of the Mexican American population. For example, while present-day instruments based on the middle-class Anglo American are not generalizable among Mexican Americans, new instruments designed for one segment of Mexican Americans, in a given geographical area, also would lack validity for the entire Mexican American population.

More specifically, the committee proposed an intensive longitudinal study relative to the family dynamics of the Mexican American. This would include Mexican Americans in various income levels, age groups, geographical areas, and generations removed from Mexico. The study would focus on a number of significant questions or variables in terms of personality formation and behavior and ramifications to education. Among them would be:

(1) How are problems created or solved?

(2) Who extends punishment and what types?

(3) Who is involved in the decision-making?

(4) What is the role and male-female relationship?

(5) What are the significant child-rearing practices?

Secondly, the committee suggested a study of groups of Mexican Americans to determine degree of acculturation in relationship to personality and educational variables. This would include:

(1) A study of recent arrivals from Mexico to show patterns of behavior over given periods of time and in different geographical areas.

(2) A comparative (correlated) study of Mexican family groups in given areas in Mexico to Mexican American family groups in the United States.

b. While this type of study can be retrospective and longitudinal in nature, significant and noteworthy information would be available for dissemination at the end of the first year. The cost in the first year of operation would be approximately:

Proposed Budget

| | |
|---|---|
| Director | 20,000. |
| Research Assistants (4 @ 12,000) | 48,000. |
| Secretary | 6,000. |
| Consultants (4 @ $100/day, 10 days) | 4,000. |
| Travel and per diem | 8,000. |
| Computer analyses | 3,000. |
| Indirect cost | 16,800. |
| Total: | 105,800. |

Position Paper References

Manuel Ramirez, "Effects of Cultural Marginality on Education and Personality."

8. Self-Image and Stereotypes of the Mexican American and Effects on Learning and Educational Aspirations

a. Recommendations for Research:

The committee identified this problem area clearly as high priority. Yet, it was noted that research on this topic is very limited. A study was proposed to ascertain the types of conditions which lead to a positive or negative self-image. This would include:

(1) An analysis of factors of behaviors which are significantly related to positive or negative self-image.

(2) A study to determine the significant difference between self-concept of ability and the generalized idea of concept. In other

words, the study would deal with multiple variables related to self-image as compared to a generalized (unitary) concept.

(3) Relate self-image studies to teacher's self-fulfilling prophecies based on these self-images.

(4) Relate self-image studies to students themselves in terms of self-fulfilling prophecies.

b. Recommendations for Development:

(1) In relationship to the proposed research study, instruments would be designed to specifically and objectively measure a series of given variables.

(2) Based on the findings in the suggested research study, a teacher training model would be developed. This would incorporate behavioral modification aspects for teachers working with Mexican American children.

c. Project Phases

(1) Phase 1:

This study will include an intensive review of any studies recently conducted on this topic. Self-image or self-concept instruments will be identified and tested under various conditions (schools, geographical settings, and age levels) to ascertain validity. These instruments will then be modified or new instruments will be designed in terms of the variables to be observed in the study. The modified or new instruments will then be pilot tested for validity.

A random sampling of students will be selected in terms of geographical areas (Arizona, California, Colorado, New Mexico, Texas, and Chicago), grade level, and family income for the study.

The assessment process will include a self-image or self-concept instrument, classroom observations, and interviews with teachers, students, counselors, and parents.

Proposed Budget

| | |
|---|---|
| Director | 18,000. |
| Research Assistants (4 @ 12,000) | 48,000. |
| Secretary | 6,000. |
| Pilot testing of selected instruments | 5,000. |
| Design or modification of instruments | 10,000. |
| Pilot testing of new instruments | 5,000. |
| Field testing | 20,000. |
| Data processing | 5,000. |
| Indirect cost (20%) | 23,400. |
| Total: | 140,400. |

(2) Phase 2. Since the development of instruments and observational scales will be carried in Phase 1, the cost for Phase 2 (development) is included under Phase 1.

Position Paper References

Geraldine Palomares, "The Effects of Stereotyping on the Self-Concept of Mexican Americans."

Ernest Garcia, "Modification of Teacher Behavior in Teaching the Mexican American."

Manuel Ramirez, "Effects of Cultural Marginality on Education and Personality."

Horacio Ulibarri, "The Effects and Implications of Culturally Pluralistic Education on the Mexican American."

9. Sociolinguistics and the Study of Spanish and English Language Varieties and Their Use in the Southwest

a. Recommendations for Research:

The committee proposed the establishment of a sociolinguistic center. This would serve to identify and conduct needed research on a number of linguistic and social variables. The implications of this study in the identification or development of bilingual education models would be far-reaching. The sociolinguistic categories given in the position paper are:

(1) Linguistic data:

(a) Regional and non-standard variants of Spanish in the field of phonology, grammar, and lexicon, according to use by different social strata.

(b) Non-standard features of the English employed by various socio-economic groups.

(c) Interference phenomena.

(2) Socio-attitudinal data:

(a) Attitudes toward the different varieties of Southwestern Spanish and English and the degree of "language loyalty."

(b) Attitude toward comparative life-styles and value systems of the Anglo and Mexican American.

(3) Bilingual Communication Data

(a) Patterns of linguistic dominance.

(b) Distributive roles of Spanish versus English in Southwestern communication networks.

(c) Ranges of codes employed.

(d) Code switching.

b. Recommendations for Development:

The following types of development closely related to basic research are proposed:

(1) A taxonomic description of the language varieties of the Spanish Southwest, with commentary on the roles they play in regional communication networks.

(2) Instruments for arriving at a bilingual profile index, composed of measurements of:

(a) Proficiency in the four skills (speaking, understanding, reading, and writing) of standard and non-standard varieties of Spanish and English.

(b) Styles of codes handled.

(c) Communication competence in bilingual situations.

(d) Linguistic interference

(e) Cross-cultural attitudinal orientation.

c. Project Phases:

(1) Phase 1: Research Component

Proposed Budget

| | |
|---|---|
| Director | 20,000. |
| Research Assistants (4 @ 12,000) | 48,000. |
| Secretary | 6,000. |
| Testing and observations | 20,000. |
| Travel and per diem | 10,000. |
| Indirect cost (20%) | 20,800. |
| Total: | 124,800. |

(2) Phase 2: Development Component

Proposed Budget

| | |
|---|---|
| Director | 20,000. |
| Research Assistant (2 @ 12,000) | 24,000. |
| Secretary | 6,000. |
| Pilot testing | 20,000. |
| Travel and per diem | 10,000. |
| Indirect cost | 16,000. |
| Total: | 96,000. |

Position Paper References

Jacob Ornstein, "Sociolinguistics and the Study of Spanish and English Language Varieties and Their Use in the Southwest."

Carl L. Rosen, "Assessment and Relative Effects of Reading Programs for Mexican Americans."

Horacio Ulibarri, "The Effects and Implications of Culturally Pluralistic Education on the Mexican American."

10. Current Retardation Procedures and Social Implications on the Mexican American

a. Recommendations for Research:

The fact that a disproportionate number of Mexican American children have been traditionally and often erroneously classified as mentally retarded is well established through recent research. The fact that this practice is still found in many school districts with Mexican American children also is evident. Moreover, the fact that outmoded and culturally-biased instruments are being used to measure the intelligence among American children across ethnic or socio-ecnomic groups, and the results erroneously applied to classify them as mentally retarded, remains a serious contemporary educational problem.[1] The following recommendations are proposed:

(1) The irrelevancy and inappropriateness of present-day instruments in measuring the intelligence of Mexican American children must be generally recognized by all agencies, institutions, and persons concerned with the education of these children. Institutions, agencies, and persons concerned with the education of Mexican Americans must be informed about the ill effects of this practice. A short-term project is proposed to identify recipients and to forward research data and other related information to them. A pamphlet containing this information is suggested. A film strip or other audio/visual media would be produced. Thus, this effort could produce a package of information for dissemination. This, then, would have important implications in changing the procedures and information provided for teachers, school counselors, school administrators, psychologists, and social workers in the universities and in-service training programs.

(2) It has been recommended that newly developed instruments are needed to measure learning variables relative to the Mexican American. As these instruments are developed, field tested, and proved appropriate for Mexican American children, information must be readily available to school people at various educational levels. This also could be a phase of the project undertaking proposed in the foregoing recommendation.

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[1]The administrative channels through which the child is processed is equally as "faulty" an instrument as is the test instrument itself.

b. Proposed Budget:

| | |
|---|---|
| Director | 20,000. |
| Research Assistants (3 @ 12,000) | 36,000. |
| Secretary | 6,000. |
| Travel and per diem | 5,000. |
| Consultants (5, 6 days @ $100) | 3,000. |
| Printing supplies | 2,000. |
| Data processing | 2,000. |
| Duplicating costs | 2,000. |
| Indirect costs | 15,200. |
| Total: | 91,200. |

Position Paper References

Jane R. Mercer, "Current Retardation Procedures and the Psychological and Social Implications on the Mexican American."

Edward J. Casavantes, "Variables Which Tend to Affect (Impede or Retard) Learning of the Mexican American Student in American Education."

## VI. SECOND CLASSIFICATION OF PRIORITY PROBLEM AREAS FOR RESEARCH AND/OR DEVELOPMENT

1. <u>An Analysis of How Change Has Taken Place in Changed Institutions and its Educational Implications for Mexican Americans</u>

a. Recommendations for Research:

The committee recommended a research project that will focus on the types of actions or changes undertaken by different institutions rather than on institutional content. The study would incorporate two major thrusts:

(1) Conceptualization of an institutional typology to differentiate between institutional types and program types.

(2) Identification and analysis of institutional changes occurring in selected institutions and program types. This would take into consideration:

Differences in institutional approaches in coping with given problem areas or conditions, which have resulted in institutional changes.

b. Recommendations for Development:

The committee proposed the development of an educational program for adult Mexican Americans to provide the following:

(1) Information on the advantages of organizational structure, unity, and group goals.

(2) Political information on local, state, and national issues affecting Mexican Americans.

(3) Familiarization with strategies and tactics to deal effectively with the power structure.

(4) Leadership training relative to political and other types of community organizations.

Position Paper References

Paul E. Grosser, "An Analysis of How Change Has Taken Place in Changed Institutions and Its Educational Implications for Mexican Americans."

2. Vocational-Technical Education and the Mexican American

Recommendations for Research:

The following types of studies were proposed:

a. A research study to determine the number of Spanish-surnamed people in vocational education and the age ratio to the Spanish-speaking population in the area.

b. A research study to determine attitudes (negative or positive) relative to vocational education among school personnel and across different income and ethnic groups in the public schools.

c. A reverse longitudinal study to ascertain the mechanisms related to placement or non-placement of Mexican Americans in various technical-vocational curricula. This would include test types, test data interpretation and inferences, counseling and other related factors.

d. A research study to determine the degree of conventionalism or conservatism in technical-vocational school curriculum and instruction, particularly in schools where Mexican Americans are heavily enrolled.

e. A study to ascertain the relationship between occupations opened to Mexican Americans and the training that is provided for them. Factors such as the articulation between the curriculum and society, and the effects of unionism in job placement would be included in this type of study.

Position Paper References

Louis E. Saavedra, "Vocational-Technical Education and the Mexican American."

3. Effects and Implications of Culturally Pluralistic Education on the Mexican American

a. Recommendations for Research:

The committee recommended a comprehensive study that will reveal socio-psychological variables related to the Mexican American. The study would be designed on the basis of the following:

(1) Geocultural areas[1] such as northern New Mexico and Southern Colorado, the Rio Grande area in Texas, Southern California, Southern Texas, etc.

(2) A rank-order of characteristics, based on the dominant socio-economic system and its relationship to the Mexican American.

b. Recommendations for Development:

It was suggested that the findings from the aforementioned research study would serve as a continuous and noteworthy reference for further research and/or development. The findings would have notable implications in the development of test instruments, teacher-training, and materials in relationship to Mexican American children in various geographical areas and acculturation levels.

c. Proposed Budget:

| | |
|---|---|
| Director | 20,000. |
| Research Assistants (3 @ 12,000) | 36,000. |
| Secretary | 6,000. |
| Travel and per diem | 5,000. |
| Consultants (5, 6 days @ $100) | 3,000. |
| Printing supplies | 1,000. |
| Data processing | 2,000. |
| Indirect cost (20%) | 14,600. |
| Total: | 87,600. |

[1]Because of proximity or distance from Mexico, urban or rural factors, mass media, variances in frequency and intensity of Mexican migration over the years, and other historical or socio-economic factors, the general characteristics of Mexican Americans in various regions in the nation need to be identified and studied. Such a study would be facilitated by the identification of several different geographical regions with a heavy concentration of Mexican Americans.

## Position Paper References

Horacio Ulibarri, "The Effects and Implications of Culturally Pluralistic Education on the Mexican American."

4. Dynamic Utilization of Mexican American Paraprofessionals in Effective Education Programs for Spanish-Speaking Students

a. Recommendations for Research:

The committee proposed a survey of programs specifically designed for Mexican Americans where paraprofessionals are utilized. This would include the following:

(1) Selection Criteria:

(a) Degree of bilingualism.

(b) Experiential background in Mexican American communities.

(c) Concern for the educational and socio-economic needs of Mexican Americans, particularly the low-income communities.

(d) Ability to relate with Mexican American children.

(e) Evidence of interest in becoming a teacher.

(2) Pre-Service and In-Service Training Component:

(a) Familiarization and training to carry forth teaching strategies relative to Mexican American educational needs.

(b) Familiarization with learning materials and instructional media.

(c) Practicums to affect positive behavioral changes in teaching.

(3) Status and Role of the Paraprofessional:

What position does the paraprofessional occupy in the program; that is, what are the differentiated roles and responsibilities of paraprofessionals?

b. Recommendations for Development:

(1) Based on the proposed survey, a series of models can be identified for application in various types of programs.

(2) In terms of the foregoing study, deficient areas in existing programs utilizing paraprofessionals would be identified. These, then, would provide an information base for further improvising and developing the program.

Position Paper References

Richard L. Baca, "Dynamic Utilization of Mexican American Paraprofessionals in Effective Education Programs for Spanish-Speaking Students."

5. Deviant Behavior Among the Mexican Americans and Its Relationship to Education

a. Recommendations for Research:

The committee recommended a research study on psychopathology. This would include:

(1) Psychopathological factors and their potential effects on people, and families in general, but with particular reference to Mexican Americans. (The study would determine degree of difference, if any, among Mexican Americans as compared to people in general.)

(2) The relationship of defective cognitive and personality development and functioning among Mexican American youth in an educational setting.

(3) The relationship between overt-deviant behavior or deviant motivational factors and achievement.

(4) The relationship of the several types of deprivation factors and cognitive deficits as evidenced in psychological testing and/or school.

b. Recommendations for Development:

The aforementioned research findings would be available to institutions involved in training and preparing counselors and school psychologists, particularly those who will be working in school systems with Mexican American youth.

A training model would be developed, incorporating these findings, especially designed for counselors and school psychologists. This could serve as a component in a university's teacher-training program and/or in ongoing pre-service training for pratitioners, including private practitioners.

## Position Paper References

Edward J. Casavantes, "Deviant Behavior of the Mexican American Student and Its Relationship to Education."

## 6. The Mexican American in Higher Education

Recommendations for Research:

a. The committee proposed a study to ascertain the current status of institutions of higher learning (a sampling in different geographical areas). This would include:

(1) A survey of colleges with high Mexican American enrollment and retention.

(2) An analysis of successful versus unsuccessful colleges in holding and training Mexican American students.

(3) An assessment of techniques or programs which have proved successful in training Mexican Americans. For example, this would provide a description of counseling programs, recruitment strategies, admittance criteria, financial aid, etc., that have tended to attract and hold Mexican American students in college studies.

b. The committee also proposed a study to determine the causes of non-matriculation of Mexican Americans in universities in proportion to their population. This study would reveal the following:

(1) The number of Mexican American high school graduates who attend and complete college (proportionately) as compared to Anglo Americans.

(2) The types of specialization (studies) that Mexican Americans are advised to pursue, and the criteria used in the counseling process.

Position Paper References

Paul E. Grosser, "An Analysis of How Change Has Taken Place in Changed Institutions and Its Educational Implications for Mexican Americans."

7. The Extent of Educational/Social Effects of Peer Group Influence Among Mexican Americans

Recommendations for Research:

The committee recommended a research study on the role and function of the peer group, and the influence of membership in the peer group on behavior (particularly school behavior). This would include:

a. A study of reinforcement or absence of reinforcement relative to Mexican American children in school and at home, and implications to peer group formation and influence.

b. A study of peer group influence among Mexican American youngsters in different income levels and geographical areas (Los Angeles, San Antonio, Albuquerque, Denver, Mora, New Mexico, etc.).

c. A study of institutional reaction to peer groups. For example, the study would observe and analyze overreaction or indifference by institutions toward peer group influence and behavior. Specifically, the investigation would analyze changes in social climate (e.g., the school) relative to peer group formation and influence (restrictiveness versus flexibility, disciplinary measures versus positive reinforcement or understanding, etc.).

Position Paper References

Salvador Ramirez, "The Extent of Educational/Social Effects of Peer Group and Societal Influence Among Mexican Americans--Los Batos."

8. Positive and Negative Effects of Chicano Militancy on the Education of the Mexican American

Recommendations for Research:

a. The committee recommended a comprehensive survey of ethnic study programs to ascertain the following:

(1) Availability of instructional materials relative to the programs.

(2) Teaching staff types and instructional strategies.

(3) Proportion of Chicano student enrollment relative to Mexican American school enrollment.

(4) Proportion of other student enrollment.

(5) Types and nature of course offerings.

(6) Nature and effects of related program components (student orientation sessions, faculty training, student organizations, etc.).

(7) Availability and utilization of university facilities, personnel, and services.

(8) Status of ethnic studies in the university curriculum.

(9) Perceptions (negative or positive attitudes) of the program by the faculty, Chicano students in and outside the program, and other students.

b. A second study was suggested to determine the effect of militancy in institutions of higher learning. This would include:

(1) Types of Chicano organizations, their underlying philosophies, and identifiable goals.

(2) Tactics, slogans, and titles related to identification, unity, and action.

(3) Institutional modifications resulting from Chicano student militancy.

c. A study of non-school Chicano organizations was proposed to determine:

(1) Goals and tactics applied to affect institutional change.

(2) Tactics, slogans, and titles related to identification, unity, and action.

(3) Significant institutional changes traceable to militancy movements by Chicano organizations (other than university).

## Position Paper References

Nancie L. Gonzales, "Positive and Negative Effects of Chicano Militancy on the Education of the Mexican American."

9. Chicano Community Action Efforts at the Local Level and Their Effects in Promoting Educational Change for Mexican Americans

a. Recommendations for Research:

The committee recommended an intensive survey of Mexican American involvement in community affairs in different geographical areas (regional and urban versus rural). The study would deal specifically with problem areas related to the Mexican American population and would include:

(1) Assessment and analyses of ongoing programs.

(2) Strategies which have proved successful in generating Mexican American involvement.

(3) Degree of involvement by various segments of the Mexican American population (age groups, veterans, etc.).

b. Recommendations for Development:

Based on the foregoing research, an inexpensive booklet would be designed. This would give a description of models and strategies relative to Mexican American community involvement and implications for change. This would then be disseminated to interested agencies, institutions, organizations, and people who are currently involved in community action.

## Position Paper References

Leonard Fierro, "Chicano Community Action Efforts at the Local Level and Their Effects in Promoting Educational Change for Mexican Americans."

## VII. CONCLUSIONS AND GENERAL RECOMMENDATIONS

The extent of research and development projects for the American Spanish-surname population falls proportionately lower than for the Anglo, in general, and the Black populations. For example, in a research of the literature by Casavantes (1970), it was found that the present ratio of research studies for Blacks as compared to Chicanos is 100 to 6.[1] This disparity clearly fails to approximate the three to one population ratio between the two groups--Blacks and Chicanos. This does not imply that research and development efforts should discontinue for other American minority groups, the significant point in this reference is the present insufficiency of research and development efforts for the Chicano population.

The above finding was substantiated by two other investigations conducted by Casavantes.[2] For example, it is noted that out of 9,400 entries in the Journal of Psychological Abstracts, only six references apply to the Mexican American. Furthermore, it is found that the computer storage bank of the National Clearinghouse for Mental Health Information, based on 46,000 titles and programmed to scan particularly for mental hygiene items, can produce only about 15 sources relative to the mental hygiene of Mexican Americans. While a variance may exist on studies across other disciplines, it can be hypothesized that the proportion for the Mexican American is still considerably and significantly lower compared to the Anglo and Black populations. The need for greater emphases on research and development for the Mexican American has been clearly established. This Bureau of Research project is a significant attempt to cope with this condition. However, the implications of the findings will be felt only through dissemination of the results, coupled with adequate funding.

The recommendations for further research and/or development have been presented in two parts under each problem area. The degree

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[1]Edward Casavantes, President, The Mexican American Psychology Association, 11912 Reynolds Avenue, Potomac, Maryland, August, 1970.

[2]Ibid.

of specificity given under each problem area varies in accordance with the nature of the topic.

Among the top-priority needs expressed by the Task Force Committee is that of informing agencies, institutions, and other interested people about the problem areas highlighted in the report. It is, therefore, proposed that the Bureau of Research continue its efforts to bring about the realization of the project objectives by making provisions for extensive dissemination of the report findings.

The ERIC Clearinghouse and the Southwestern Cooperative Educational Laboratory have the capabilities of undertaking a continuous dissemination process. The SWCEL also can provide assistance in identifying prospective recipients of the report--recipients who are action prone and very likely to respond to the needs underscored in the report. Therefore, rather than having the report collect dust on the shelves of a Washington, D.C., office, it is hoped that it will be used as a perpetual stimulus for further research and/or development relative to the aforementioned problem areas. Dissemination of 50,000 to 70,000 copies of each of the research results should be anticipated.

Furthermore, it was suggested that the committee members submit a list of the "state-of-the-art" papers that are noteworthy for publication. These papers than will be forwarded by the SWCEL to the ERIC Clearinghouse, New Mexico State University, Las Cruces, New Mexico, for further review and possible inclusions and availability to interested readers.

The committee also emphasized the desirability of enlisting the services of Mexican Americans in the Bureau of Research. These Spanish-speaking staff members, at a sufficiently high level of competency and responsibility, would serve to propose, initiate, and evaluate programs specifically designed for the Mexican American. Additionally, they would assist in the follow-up of this study, with particular reference to stimulating project undertakings in the field.

It was further suggested that the continuance of the present Task Force would be highly advantageous in providing additional input, from time to time, on the foregoing problem areas as well as other emerging educational needs relative to the Mexican American. The title of the proposed committee might be "The Chicano Research Directorate." This group could assume a separate identity, or be associated with an agency that would be responsible for maintaining communications with committee members, preparing agenda and meeting dates, arranging for facilities, accommodations, and forwarding meeting reports to the Bureau of Research. The continuance of the Task Force Committee

would, of course, require some financial support by the Bureau and/or other agencies.

The 10 topics listed as "top-priority" clearly are areas of immediate need. The Bureau of Research, as the initiating agency, can provide the stimuli for agencies and institutions in the field to undertake research and/or development relative to these problem areas.

In the final analysis, the effects of this project will be highly dependent on the effectiveness of disseminating the report findings and, most importantly, in the response extended by federal funding agencies in meeting the proposed recommendations and estimated project costs.

## Appendix A

### STATE-OF-THE-ART PAPERS

1. Baca, Richard L., "Dynamic Utilization of Mexican American Paraprofessionals in Effective Education Programs for Spanish-Speaking Students."

2. Casavantes, Edward J., "Deviant Behavior of the Mexican American Student and Its Relationship to Education."**

3. Casavantes, Edward J., "Variables Which Tend to Affect (Impede or Retard) Learning of the Mexican American Student in American Education."**

4. Fierro, Leonard, "Chicano Community Action Efforts at the Local Level and Their Effects on Promoting Educational Change for Mexican Americans."**

5. Garcia, Ernesto F., "Modification of Teacher Behavior in Teaching the Mexican American."**

6. Gonzales, Nancie L., "Positive and Negative Effects of Chicano Militancy on the Education of the Mexican American."**

7. Grosser, Paul E., "An Analysis of How Change Has Taken Place in Changed Institutions and Its Educational Implications for Mexican Americans," March 20, 1970.**

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**Submitted for publication and dissemination through ERIC Clearinghouse, New Mexico State University, Las Cruces, New Mexico, by the Southwestern Cooperative Educational Laboratory, Bureau of Research Project OEC-7-9-410273-0116(010).

8. Leyba, Lillian, "The Status and Effectiveness of Programs in Adult Education: A Study of Adult Education of the Mexican American--Past, Present, and Future."

9. Mercer, Jane R., "Current Retardation Procedures and the Psychological and Social Implications on the Mexican American," April 10, 1970.**

10. Moreno, Steve, "Problems Related to the Availability, Use and Effects of Present American Testing Instruments and Methods with Mexican Americans."

11. Nedler, Shari, "The Status and Educational Effect of Head Start Programs on Mexican American Children."**

12. Ornstein, Jacob, "Sociolinguistics and the Study of Spanish and English Language Varieties and Their Use in the Southwest."**

13. Palomares, Geraldine, "The Effects of Stereotyping on the Self-Concept of Mexican Americans," July, 1970.**

14. Ramirez, Manuel, "Effects of Cultural Marginality on Education and Personality."**

15. Ramirez, Salvador, "The Extent of Educational/Social Effects of Peer Group and Societal Influence Among Mexican Americans--Los Batos."

16. Rosen, Carl L., "Assessment and Relative Effects of Reading Programs for Mexican Americans."**

17. Saavedra, Louis E., "Vocational-Technical Education and the Mexican American."**

18. Trujillo, Rupert, and Reeder, Wayne, "Survey of Recent Information Relative to Mexican American Organizations and Implications for Research," March 26, 1970.

19. Ulibarri, Horacio, "The Effects and Implications of Culturally Pluralistic Education on the Mexican American."**

## Appendix B

SAMPLE COPY OF THE SURVEY QUESTIONNAIRE

Name:_____ Phone No._____

Problem 1

1.1 Statement of the problem:

1.2 This problem affects the education of the following Spanish speaking people in the nation (check one or more):

| | |
|---|---|
| Mexican American | ( ) |
| Puerto Rican | ( ) |
| Cuban | ( ) |
| All of the above | ( ) |
| Other Latin American | ( ) |

1.3 Type of research (theoretical, empirical, and/or descriptive):

1.4 If needed, use this space for further comments:

(Possible availability as position paper writer--honorarium to be negotiated with the writer): Yes_____ No_____